DOCUMENT RESUME

ED 387 192 JC 950 496

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TITLE An Odd-yssey: WAC (Writing Across the Curriculum) in a Two-Year College.
PUB DATE May 95
NOTE 16p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995). Some pages contain light type.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Role; Community Colleges; Faculty Development; *Institutional Mission; Newsletters; Program Development; Program Implementation; *Teacher Attitudes; *Two Year Colleges; *Writing Across the Curriculum; Writing Improvement; Writing Skills

ABSTRACT

Writing Across the Curriculum (WAC) developed around the understanding that writing is a developmental, incremental procedure that is intimately linked to thinking. Two major branches in the WAC movement are the write-to-learn focus, or the push to incorporate writing tasks solely as strategies for teaching and learning course material, and the use of writing-in-the-disciplines courses to improve students' writing and communication skills. WAC is important at two-year colleges because of the varied nature of their mission: They seek to prepare students for further study, but also offer associate degrees in arts and sciences and certificate programs that prepare students for the world of work. Research estimates that 60% of new jobs will require solid reading and writing skills, but only one in four employees will have them. In planning a WAC program, it is important that the program: (1) be a grassroots effort started by interested faculty; (2) tie program goals to the college's mission statement; (3) offer faculty across the curriculum support in the form of mentor systems, workshops, newsletters, paired classes, and team teaching; and (4) offer student support in the form of a full-service writing center with tutorial assistance. (Contains 17 references.) (Three sample issues of a Writing Across the Curriculum newsletter from Tarrant County Junior College, in Texas, are appended, providing results from surveys of faculty regarding their writing attitudes and practices.) (KP)

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An Odd-yssey: WAC (Writing Across the Curriculum) in a Two Year College.

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Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators. (17th, Austin, TX, May 21-24, 1995)

JC 950 496

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NISOD, May 1995

My name is Anamaria Diaz Shaw, and I'm a professor of English at TCJC--South Campus where I serve on our 1 1/2-year old WAC Committee. Since we began our work, I noticed people were asking: Why WAC in a two-year college? After all, many four-year schools with **Writing Across the Curriculum** programs offer and require their students to take writing-intensive courses at the upper levels and not necessarily in the freshman and sophomore years. But more disturbing was the almost-whispered question: Why WAC at all? Been there, done that. The fad has passed, some people implied.

--WRITING EXERCISE & DISCUSSION ON ADVANTAGES OF WRITING--

Obviously, writing offers education something that speaking and listening alone do not.

Let me tell you a little bit about what's behind WAC and why WAC at all.

Up to the first half of this century, writing instruction and the use of writing were almost completely product-oriented. In the 1960's, there was shift to a more process-oriented approach. Based in cognitive theory and linguistic research, this shift reflected an understanding of writing as a developmental, incremental procedure that is intimately linked to thinking.

In 1977, Janet Emig, studying the composing process of twelfth graders, showed how writing is a unique tool for learning and thinking as it engages eye, hand, and brain, thus keeping the student actively engaged in her learning process. And, of course, many different studies have shown **that** learning actively means learning better (consider systems such as Montesorri in which students are encouraged to learn through a hands-on approach), **that** students who participate in their learning have more solid access to the information they have been taught, **that** active engagement in the process assists in developing critical thinking skills. We have proven that to ourselves over and over again.

WAC, as an idea, as a movement, has a couple of major branches. On the one hand, we have the *Write-to-Learn* emphasis. This, based on the ideas just mentioned, is a push to incorporate various writing tasks solely as strategies for teaching and learning course material. Assignments of all shapes and sizes are used, not to make better writers of the students, but to make better students of the writers.

On the other hand, we have the WAC emphasis in teaching writing for the sake of improving students' writing and communication skills. *Writing in the Disciplines* courses or *Writing Intensive* courses have the goal of introducing students to various and specialized discourse communities, thus producing better writers in different areas of the curriculum.

Although these two areas of emphasis have their distinct pedagogies and benefits, they are not mutually exclusive. In fact, in an ideal world, once there is enough Writing-to-Learn going on in a particular department, then a Writing Intensive course (or courses) would be a natural outgrowth.

We still have not answered: Why WAC at a two-year school? Basically, because our students, like everybody else's, need to write more **and** to learn better. The latter is perhaps the more important! We as a committee are talking about not only incorporating **write to learn** activities in all areas of our campus, but also **writing in the disciplines** courses. As you know, we junior colleges have an interesting situation. Our mission is to prepare students for just about *everything* in the world. At Tarrant County Junior College we have an open door policy and really do try to be all things to all people.

First of all, we're supposed to get them ready for "real college"--the four year institutions--and whatever academic demands that might imply. Hopefully, the demands include more, and more **sophisticated** writing as well as higher level thinking skills. Would these students be prepared after only Composition I and Composition II, which is the only writing that most of *our* students are required to do? Should these students be asked to write in classes *other* than English before they get to a university?

Maybe more importantly, however, is the part of our mission that asks us to prepare students for the world of work. We have an **Associate in Arts** Degree available in University-Parallel studies (Fire Protection and Philosophy), as well Pre-Professional areas such as Optometry and Veterinary Medicine (29 in all). Should these people be asked to write? Should they be expected to know how to write? Is the writing done in English classes enough? Can their College Composition courses provide them with experience in and understanding of all discourse communities?

But we also have **Associate in Applied Science** Degrees in everything from Automotive Collision Repair to Welding Technology, from Air Conditioning and Refrigeration Technology to Respiratory Therapy. There are over 45 of these programs and **these** curricula are

designed to enable students to be "effective members of society," "to enter an occupation with a marketable skill, an acceptable level of competency and the ability to communicate effectively." I quote directly from our college catalog!

Should these people be expected to be able to write? Can even our Composition I-**T** with its technical focus, address the concerns of these diverse fields?

We also have **certificate programs**, not all of which require the regular college composition courses. These are designed to meet "specific needs of the community." These include Horticulture, Real Estate, Surgical Technology, Child Care Administration.

Should these people, these students be expected to know how to write? Do we want **them** to think critically, analytically? Should those working in Child Care Administration, for example, be good problem-solvers?

Our TCJC students, for the most part, are non-traditional, and by that I mean that there is no typical TCJC student. Of course, we have the straight-out-of high school teenager--some with brand new, excellent academic skills, and many from not-so-great schools. Not only do we have ethnic and racial minorities represented in our student population, but we also have what a friend of mine calls a "social minority"--Anglos with less than advantageous life situations. We have students with GEDs, many with children, others receiving government assistance, a large number with full-time jobs. Some are just returning to school after 20 years of "*home*" work, and others have been forced back by their job demands or even layoffs.

The minority students generally need extra work and practice in improving language skills. Those grown-ups who are returning need to refresh and update their communications skills, as well as their learning and student skills. And many 18 year olds are at TCJC because they couldn't get in anywhere else. These people too need writing instruction and practice in writing.

Therefore--and here comes my battle cry: If we think that two semesters of college composition is enough to prepare students for the rest of their lives, we are seriously misguided.

Early on, our committee read an article out of Business Week. In September 19, 1988 the

magazine published a story based on work done by the Labor Dept. and the Hudson Institute. This is the bottom line: Looking at the year 2000, our nation faces a grave "mismatch" between what skills are demanded by the available jobs **and** the abilities of Americans to demonstrate these skills. Are we surprised by this information?

The article explains that three-quarters (75%) of the nation's new workers will have limited verbal and writing skills, but they'll be competing for only 40% of the new jobs. Most new jobs (60%) will require "solid" reading and writing skills, but only 1 out of 4 employees will be able to function at these needed levels. In fact, for positions in nursing and management, fields which require more than a high school education, the skills include reading journals and manuals, writing reports and understanding complex terminology. It is estimated that only 5% of the new work force would be able to do that.

Of course, the article I just mentioned **was** written in 1988. Do you think we've gotten any better in 1995?

What this adds up to is that we at ***all*** institutions of higher education have some big work ahead of us. Everywhere we look, there are signs that direct us toward **writing across the curriculum.**

And yet, a recent article in the Fort Worth Star-Telegram ("Debate over teaching divides school districts," 4 May 1995) highlights an ongoing debate that is becoming more and more polarized between conservatives who believe in the traditional "students sit passively as teachers lecture" **and** researchers and educators who are attempting to incorporate new methods, pedagogies such as whole language, portfolios, and critical thinking. In Northeast Tarrant County, the argument is getting more vitriolic with one parents' group claiming that an emphasis on critical thinking, multi-culturalism and the move away from rote and drill are all linked somehow to communism and Satan. Phonics is great, but it is not innately godly. Been there? Done that? Maybe we haven't been there. Maybe we haven't done that.

Let me tell you about my research into developing a WAC program and what our campus has done so far.

First off, it seems important that a writing program be a grassroots effort. The most successful ones have been started by interested faculty. Our case is somewhat the same and somewhat different.

The committee I keep mentioning was formed at the recommendation of our Dean of Instruction (our academic dean), Dr. Jerry Mullen. He is foresighted in this area of using writing in all disciplines and has been interested in WAC for a long time. However, once he gave us the go-ahead, our group has been completely "in charge" of WAC developments and activities.

Another important point I realized was that for a general campus acceptance of a WAC program, or even the existence of a committee, we needed to make sure that it was not an *ENGLISH* department entity. After all, we are trying to show people that writing is a thinking and communication and teaching and learning skill, not English.

Therefore, we formed this committee with persons from Math, Computer Science, Social Sciences, Library, Nursing, and Counseling. First thing we tried to do was come up with a name that did not include the word "writing." After all, we didn't want to scare anyone off--teacher and student alike. We had a time of it. When we had finally worked our way to calling it the ***Thinking in Teaching*** program and threw that out because of the acronym . . . we decided to call it what it really is.

We knew we needed to put together some goals, and from our reading, we decided to tie them closely to our college's mission statement. We came up with things such as:
--engage students in active learning
--promote the use of writing as a tool for teaching and a means for integrated learning
--empower students with life-long problem-solving and critical thinking skills
--prepare students to express themselves in Standard American English
--develop students' career and discipline related writing skills
--strengthen faculty collegiality and collaboration

Another important component to the WAC equation is faculty development. In fact, in many schools, that *IS* their entire WAC Program--simply faculty development resources, workshops, etc.

We began by sending out a survey, asking faculty about the existing state of WAC on the campus. I've included the results of that in the hand-outs.

To this faculty development end, we have had informal get-togethers (not enough of them)

for individuals to talk about what is going on and what more could go on. We've also called meetings with department heads and other administrators. It was a good time to air hostilities (one chairman asked: "What are you people in the English department teaching them **up** there?") and an excellent opportunity to rally the support of division heads and deans.

We have put out a little newsletter with info on conferences, workshops, helpful teaching ideas, etc. A few copies are also in your hand-outs.

We learned from our reading and studying other WAC programs that faculty participation in any WAC activities should be purely voluntary and perhaps include incentives. We have found that punch and cookies work wonderfully!

Our greatest accomplishment to date has been bringing a speaker to campus who conducted two-days of faculty workshops. Dr. Joyce Magnotto of Old Dominion University was wonderful. She was especially well-suited for our audience as she initiated and coordinated an extremely successful WAC program at Prince George's Community College in Maryland. Her presentations were entertaining, useful and inspirational. She was a great resource.

Next on the agenda for us is something that Joyce Magnotto recommended to us, and that is a *Faculty Writing Group*. The calls just went out in our recent newsletter a few weeks ago, and we have already received a number on interested responses. We are not sure what form this group will take. We have ideas about encouraging individuals to work on any type of writing they are interested in--fiction, professional, poetry. Perhaps we will break up into specialty groups. Keep in mind that at our institution, as in most two-year college in Texas, a full-load is five sections. Research and scholarship are not usually priorities for junior college faculty--they cannot be. A Faculty Writing Group could provide a forum, an outlet, even a respite for our people. Besides, the Dean said that we could credit participation in such a group as, what we call, Professional Development, something that all of us at TCJC are expected to do.

Successful WAC program must offer faculty across the curriculum support--not only for themselves (perhaps in the form of a mentor system or paired classes or team teaching), but also for their students--that is a full-service, vital Writing Center with tutorial assistance.

To that end--the finances--we have written a grant proposal to Burlington-Northern for funding a more formalized program. We feel we need finances to offer faculty reduced class sizes or small stipends for teaching WAC courses as well as expanding our existing Writing Center. The other day we found out that we were not awarded the money. If at first you don't succeed . . .

In fact, I recently read that there is a trend toward funding WAC programs internally--something that never happened a decade ago. Is it the "been there, done that" mentality again on the part of funding agencies? And how can this be, given the shrinking budgets of academic institutions everywhere? What ***is*** for sure is that WAC, while no longer a faddish gimmick, is vitally necessary to improving undergraduate education.

So that's it. That's our story so far, and of course, we want all of the suggestions, ideas, advice you might be willing to give. I'm trying to sell the idea of WAC. Maybe instead of **Writing across the Curriculum**, we are really working on WAC across and among campuses. I really **do** think that we're all in this together.

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Anamaria Shaw (NISOD, May 1995)

Writing Across the Curriculum

Introductory Issue — December 1993

Dear Colleagues:

With our premiere issue of the WAC Newsletter, we bring you results of the recent survey. You will find that most of us have a very positive view of writing and its usefulness; furthermore, many of the South Campus faculty are interested in learning more about using writing to teach and learn more effectively.

We also include the names of those who will form the new WAC Committee. In our next issue, we will tell you more about what the survey revealed.

Happy Holidays to you and yours,
Anamaria Diaz Shaw

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FACULTY SURVEY: RESULTS

1. Writing should be taught in any and all classes.

Full-Time:	89.2% agree	10.8% disagree	
Part-Time:	90.2%	5.9%	3.9% don't know

Comment: The word taught may be misleading. Composition, grammar, mechanics, etc. are generally the responsibility of English classes, and writing specific to a particular field other than English should probably be taught in classes of that particular discipline. The use of writing is another story.

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2. Writing in my class would be time well spent.

Full-Time:	86.3% agree	6.85% disagree	6.85% don't know
Part-Time:	68.8%	25.%	6.2%

Comment: While certain types of writing and evaluation do require much time, both in and out of class, both for student and instructor, many valuable writing assignments do not require sacrificing valuable class/homework time.

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3. There is a difference between using writing and teaching writing.

Full-Time:	77.3% agree	16% disagree	6.7% don't know
Part-Time:	68.6%	19.6%	11.8%

Comment: By requiring students to write, one does, in a sense, teach writing. Simple practice leads to fluency. However, teachers in classes other than English usually have equally important goals--better thinking and increased learning. These skills will, in turn, lead to better writing.

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4. I do feel equipped to teach writing.

Full-Time:	65.7% agree	24.7% disagree	9.6% don't know
Part-Time:	61.2%	32.7%	6.1%

Comment: Many instructors do not feel adept at evaluating writing and, thus, believe that they should not teach/use writing in their classes. Teachers can and should grade writing any way they like. As long as the criteria are explained to students, instructors can emphasize whatever aspects of writing they deem important.

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5. Writing is applicable to my field of instruction.

Full-Time:	98.7% agree	1.3% disagree
Part-Time:	92.2%	7.8%

Comment: If writing is viewed as communication with self and others, including teacher, classmates, and the world, then writing is applicable to any field.

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6. Poor student writing is a problem in my classes.

Full-Time:	73.2% agree	12.7% disagree	9.9% don't know	4.2% sort of . . .
Part-Time:	64.7%	25.5%	9.8%	

Comment: Weak writing generally reflects an incomplete grasp of subject matter and/or poor thinking skills.

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Total Respondents: 126 (75 full-time faculty & 51 part-time faculty)

Full-time by division: 15 Technology & Mathematics
22 Humanities
17 Health & Sciences
14 Business & Computer Science
4 Anonymous (no label)
3 Counseling & Placement

20 part-time and **39** full-time faculty are **interested** in finding out more about using writing to improve teaching and learning.

19 part-time and **30** full time faculty are **willing to share** ideas and assignments with colleagues in other fields.

9 part-time and **18** full-time faculty are interested in **helping** with the writing-across the curriculum program

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New Committee:

Michael Blair
Barbara Crow
Ted Drake
Al Evans
Pauline Griffith
Nancy Kupper
Martin Mattingly
Martha Ann Post
Anamaria Diaz Shaw
Ara Sullenberger

Writing Across the Curriculum

Dear Colleagues:

Although this issue is later than we'd hoped, the WAC Committee has been meeting regularly and doing exciting work. So far this semester, we have outlined some goals for ourselves and for the South Campus WAC program . Several of us have attended area workshops and continue making connections with faculty at other schools. Soon, we hope to meet with our own department heads to share with them our work and to benefit from their input.

As promised, we've included more survey responses in this issue as well as other interesting (we hope) information. The **Business Week** *article contains research results that speak directly to us in a two-year college. Check out Level 4 on the chart. Isn't that what we are about? We thought it interesting that although the work place is requiring more technological expertise, the skills seen as common denominators were language skills. Right up our WAC alley. Don't you think?*

The WAC Committee

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More FACULTY SURVEY: INTERESTING RESPONSES

Look at the types of writing being done in South Campus classes:

--article summaries
--mini-research papers
--complete blue book tests
--critiques
--field projects
--lab reports
--process recordings
--case studies
--speeches
--letters of application for jobs, travel, business, etc.
--listening reports
--biography notebooks
--book reports
--short discussion exams
--case problems or analysis
--math word problems
--narratives
--class/lecture summaries
--logs and journals
--museum-gallery reports
--notes and outlines
--dialogues
--term papers
--critiques

None of these responses was from an English instructor!

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Miscellaneous comments from full and part-time faculty members included:

- An Auto Tech instructor responds that students write "75% of the time."
- In response to a question on students writing for class, a mathematics instructor writes "NA."
- One computer science faculty member "would like to develop a course that teams with a writing course to teach Pascal programming students good documentation/writing skills for the business world."
- Another math faculty member recommends "Fractions across the curriculum"!

☆☆☆☆☆☆☆☆☆☆☆☆

Some of the writing our faculty lists as expected from professionals in their fields:

--describe procedure
--lab reports
--letters
--proposals
--memoranda
--rationales
--technical articles
--organized explanation
--research work
--service information
--equipment manuals
--analysis
--grant proposals
--audit summaries
--theorems
--persuasive arguments
--technical logs
--software documentation
--minutes
--bids
--systems analysis/design

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--flowcharts --pseudocode --chart documentation
--experiment data recording --technical briefs --program notes for concerts

If teachers in the various disciplines don't teach them how to write all of the above, who will?

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OPPORTUNITIES:

* **March 30** at 2 pm, NW will host ***Nancy Penny*** on "THINKING THROUGH WRITING." Call Kirk Adams for more information.

April 25** at 12:30 pm, NW is sponsoring ***Dr. Gary Parker on "CRITICAL THINKING." Call Student Activities.

***May 7,** Texas Christian University will hold an all-day workshop on WAC for college faculty. Call Anamaria Shaw for more information.

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In Summary . . .

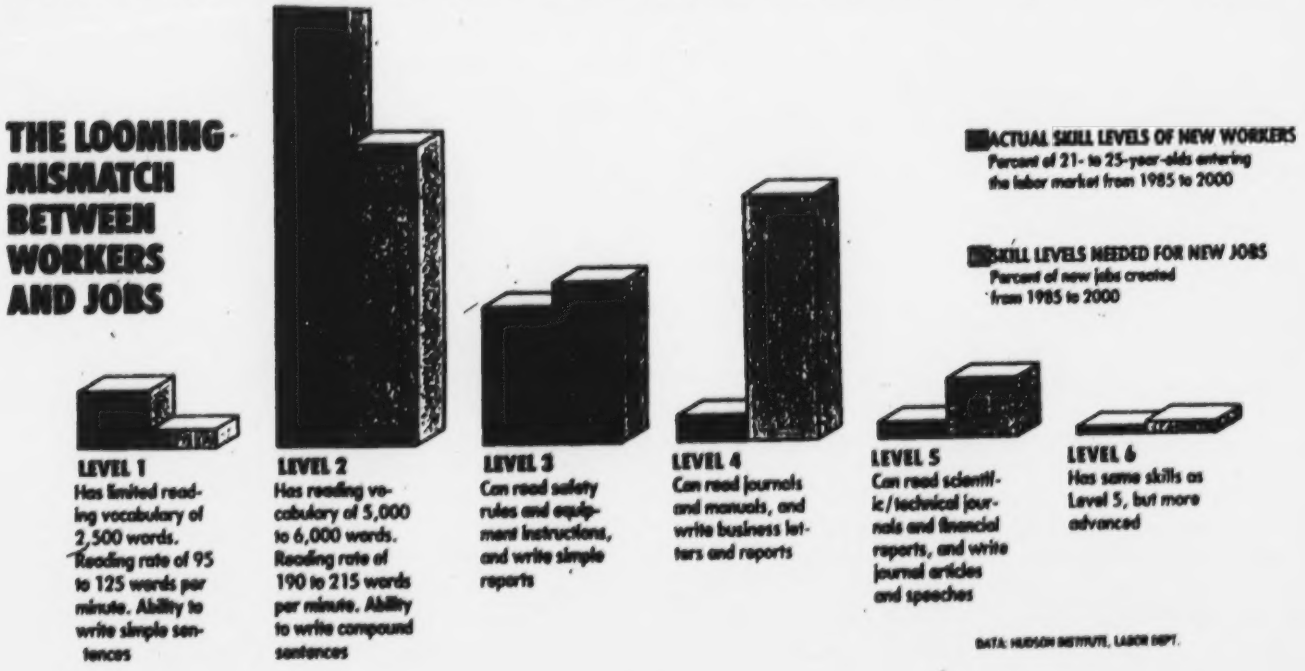
In the Sept. 19, 1988 issue of *Business Week*, a Special Report entitled "Where the Jobs Are is Where the Skills Aren't" highlights the growing disparity between "jobs and the ability of Americans to do them." As technology and productivity improve, as the traditional work model shifts to "Japanese-style" work teams, businesses are finding it increasingly difficult to fill positions because of a lack in communication skills in workers. The Labor Dept. and The Hudson Institute, "an economic think tank," have compared the requirements of new jobs to the skills of the American employee pool (see chart). Some of their findings:

--Over 75% of workers will have "limited verbal and writing skills" (Levels 1 & 2) but will be competing for only 40% of new jobs.

--Most new jobs will necessitate "solid reading and writing skills," but less than 25% of new workers will have these skills.

--Retail sales (largest growth industry) will require abilities that only 22% of the employee pool will have.

--"For jobs in nursing or management, the educational ante is higher," but only 5% of workers will have the necessary skills.


THE LOOMING MISMATCH BETWEEN WORKERS AND JOBS
ACTUAL SKILL LEVELS OF NEW WORKERS
Percent of 21- to 25-year-olds entering the labor market from 1985 to 2000
SKILL LEVELS NEEDED FOR NEW JOBS
Percent of new jobs created from 1985 to 2000
LEVEL 1
Has limited reading vocabulary of 2,500 words. Reading rate of 95 to 125 words per minute. Ability to write simple sentences
LEVEL 2
Has reading vocabulary of 5,000 to 6,000 words. Reading rate of 190 to 215 words per minute. Ability to write compound sentences
LEVEL 3
Can read safety rules and equipment instructions, and write simple reports
LEVEL 4
Can read journals and manuals, and write business letters and reports
LEVEL 5
Can read scientific/technical journals and financial reports, and write journal articles and speeches
LEVEL 6
Has same skills as Level 5, but more advanced
DATA: HUDSON INSTITUTE, LABOR DEPT.

Committee: *Barbara Crow* *Ted Drake* *Pauline Griffith* *Nancy Kupper*
Martin Mattingly *Martha Ann Post* *Anamaria Diaz Shaw* *Ara Sullenberger*

Writing Across the Curriculum

August 1994

Dear Colleagues:

Are you still here? Or are you back for more? Do you ever leave this place? Or do you have a cot in your office? Actually, this is the perfect time to be thinking about what new and exciting things you will do in (to?) your Fall classes. How about adding a little writing to your syllabus? We've included a couple of quick ideas.

Incidentally, we've been approved to bring a speaker to campus in the Spring semester and are very excited. Keep your eyes and ears open for more information as we get it. Here's wishing you a great semester!

The WAC Committee

◒◒ CHECK THIS OUT ◒◒

New at the South Campus Library:

Roots in the Sawdust: Writing to Learn Across the Disciplines, ed. Anne Ruggles Gere.

In this useful collection, teachers in math, science, English, social studies, foreign language, philosophy, psychology, and art detail **specific** writing strategies to "foster learning" and "abstract thought."

Evaluating Writing: Describing, Measuring, Judging, eds. Charles R. Cooper and Lee Odell.

This is a "comprehensive summary of the best current information on describing writing and measuring growth in writing." Included are essays on holistic evaluation, and peer and self-evaluation.

Two-Year College English: Essays for a New Century, ed. Mark Reynolds.

In three sections (students, curriculum, faculty) the essays here deal with issues that should interest junior college faculty in **all** areas.

☆☆ REPORTS FROM ABROAD ☆☆

Several of us attended the May 7 **Writing Across the Curriculum Workshop** at TCU. Present were participants from East Texas State, UT Austin, Abilene Christian University, and other schools. Our lunch key note speaker was our very own Tahita Fulkerson. She, of course, was inspirational and practical, reminding us of many useful ways to teach our classes. Among the sessions we attended, one was on specific writing strategies for classroom use, another on how to develop a WAC program, and a third on writing assessment. Barbara Crow was on fire after attending one session in which she used **freewriting**. Since then, she has been making good use of that particular strategy in her computer science classes. Let her tell you about it. Call her.

Anamaria Shaw recently returned from a conference entitled **Portfolios for Learning and Beyond: Portfolios, WAC, & Program Assessment**. Washington State U uses portfolios to satisfy the legislature's requirement that they assess student performance; it was either self-assessment or a state-imposed test. Each department has developed a portfolio program to prove its competency to the "higher ups." The idea behind a portfolio is a simple one: instead of evaluating a student on one piece of writing or one sample of any kind of work, faculty considers a **collection-selection** of the student's work or academic materials. Very interesting. This can certainly be done in individual classes.

◈◈ REPORTS FROM HOME ◈◈

In April the WAC committee met with some of the department chairs and discussed the following:

The general faculty concerns about using writing are:

-the students' "bad English" (often compounded by inappropriate sequencing of classes and non-existent prerequisites in some cases)

-the already too high numbers in most classes
-the extra time that instructors assume writing assignments would require

The faculty *would* be interested in:
-writing expertise from people in English--some team work
-help in learning how to evaluate writing "holistically"
-more information on available resources, including people who can help
-a clearinghouse of WAC "stuff" and ideas, ie. continue newsletter
-cross-curricular assignments, ie. projects involving faculty and students from different divisions

Faculty might like to see in a campus-wide WAC program:
-more varied types (technical) of writing courses
-team-taught classes
-buddy or mentor system with writing faculty
-expanded Writing Center leading to more centralization

Writing can be used for:
-testing
-recording reactions to technical procedure completed by student
-learning how to use a different language, ie. math, computer
-giving students training and practice in work-world writing tasks

◄ ◄ ◄ TRY THIS ◄ ◄ ◄

◄ ◄ How about having students write two-three *sentences* summarizing the previous evening's reading or the previous meeting's lecture-discussion? This could be done while you scan the class to take roll. You **could** be directive, asking students to include the "main point" in the first sentence. You **could** start the semester with no specific requirements but progressively get more prescriptive about what you'd like to see. **Maybe** take five minutes in class to read one or two of these summaries and comment on their effectiveness. You **could** discuss with the students not only what the "summaries" say but also how they say it. You **could** do this at the end of a class period also. You **could** count them as ungraded at first and later in the semester, assign credit.

◄ ◄ Speaking of grading . . . Some teachers split writing grades into "Content" and "English" (mechanics/grammar). While this **appears** to make sense, perhaps it gives students the wrong message. Can we really say that someone's writing contains complete and correct electronics (or computer science or nutrition) but the communication of it is ineffective? If the writing is so poor, can we really tell how effective the content is? Can we really separate the two? Should someone be considered a top-notch sociologist or an excellent draftsman and still be unable to put that sociology or that drafting knowledge into words? Something to think about.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

In Summary . . .

Since 1977 when Janet Emig wrote her article entitled "Writing as a Mode of Learning" (*College Composition and Communications*, 28), WAC theorists, researchers, and practitioners have referred to her work. She turns to the research of philosophers and psychologists Vygotsky, Luria, Bruner, Dewey, Polanyi, Kelly, and Bloom to propose that "Writing serves learning uniquely because writing as process-and-product possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies."

Emig notes that these experts in human learning agree about the qualities which distinguish "successful learning": active, engaged, personal, connective, selective, and , most importantly, self-rhythmed. Writing is these very things.

Among "languaging processes," writing is unique because "is originating and creating a unique verbal construct that is graphically recorded." The same cannot be said for listening, speaking, or reading. Writing, which involves the brain, eye, and hand, "marks a uniquely powerful multi-representational mode for learning."

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